

Christian Education

Vol. IV

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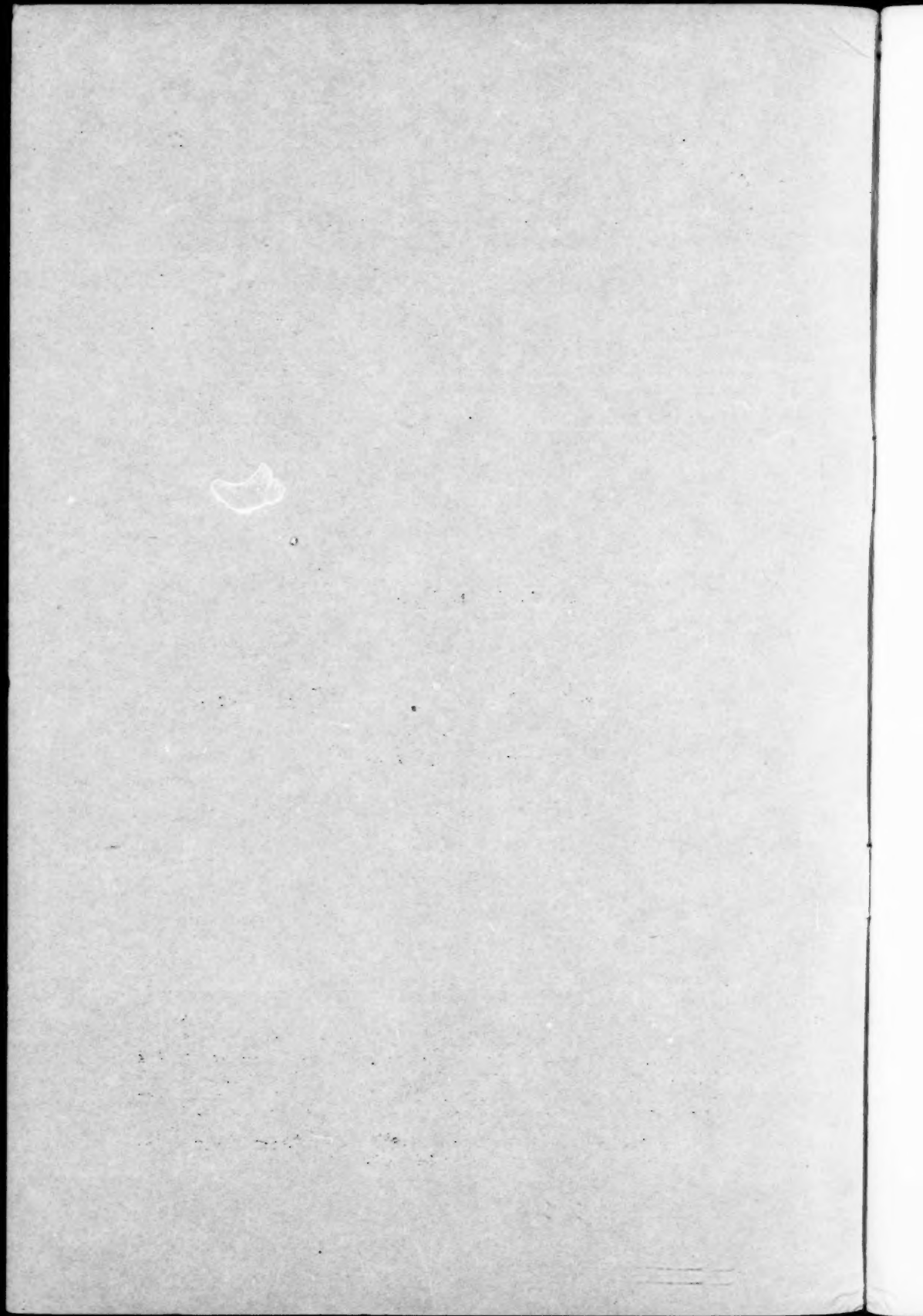
No. 1

Announcements

The Curriculum of the Congrega- tional Colleges

CHRISTIAN EDUCATION continues the *American College Bulletin* which was entered as second-class matter October 29, 1917, at the Postoffice of Chicago, Illinois, under the Act of March 3d, 1879, and is published monthly, omitting August and September, by the Council of Church Boards of Education in the United States of America, 19 South La Salle Street, Chicago, Illinois. The subscription price is 50 cents per annum; ten or more copies 40 cents each.

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Christian Education

VOLUME IV
OCTOBER, 1920-JULY, 1921

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THE COUNCIL OF CHURCH BOARDS OF EDUCATION IN THE UNITED STATES
OF AMERICA

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CHRISTIAN EDUCATION

Published by the Council of Church Boards of Education in the United States
of America.

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DR. RICHARD C. HUGHES

On Friday, October 8th, Dr. Hughes spent the day in his office at Chicago, apparently in perfect health. That night he became sick, and was at once taken to the hospital for an operation. He regained consciousness for a short time Saturday morning and died later in the morning. The body was taken to Madison, Wis., where the funeral occurred and where he was buried.

For ten years he had been University Secretary of the Presbyterian Board of Education. Since its organization he has been an active member of the Council of Church Boards of Education, of which he was Secretary-Treasurer at the time of his death. He was recognized as the Nestor of religious work in University centers. His devotion, insight and faith have contributed beyond our power to weigh or measure to the development of this work, not only within his own denomination but in the field of co-operative effort. He was a great Christian leader. We do not now see how this work, without Dr. Hughes' personal direction, is to be carried on. But it is God's work and He always raises up new leaders as the true and the tried ones fall by the way.

ANNUAL MEETING OF THE COUNCIL

The annual meeting of the Council of Church Boards of Education is scheduled for New York City, January fifth and sixth, 1921. The opening session will be held at the Madison Square Hotel beginning at 7:00 p. m., January fifth, when the members of the Council will take dinner together. Other sessions will be held in the forenoon and afternoon of January sixth at 25 Madison Avenue, nineteenth floor. A joint session will be held with the Association of American Colleges whose annual meeting begins with a dinner at the Hotel Astor on the evening of January sixth, and continues until noon on the eighth.

Special invitations are extended this year, not only to the two persons regularly designated by the constituent Boards as members of the Council, but to the experts on the Board staffs

both men and women and to lay members of the Boards. Among the topics to be considered are:

The American Education Survey—

College Branch.

University Branch.

Seminary Branch.

Secondary School Branch.

The Council Program of Religious Education.

Co-ordinating Life Enlistment Plans.

Work in the Field of Evangelism.

Geneva and the Other Summer Student Conferences.

The Cleveland Conference in Operation.

Academic Freedom and Tenure of Office (Joint session with Association of American Colleges).

COMMITTEES ON CO-OPERATION

SURVEYS

The Federal Council of Churches has appointed a committee on the Conservation and Development of Co-operative Surveys. This committee is attempting to place values upon the material in the surveys of the Interchurch World Movement and is tentatively addressing itself to the task of possible future co-operative surveys. The members of the committee are: Rev. John A. Marquis, Chairman, Robert L. Kelly, Secretary, John M. Glenn, Rev. F. W. Burnham, Rev. Warren H. Wilson, Rev. Rolvix Harlan, Rev. A. E. Holt, Rev. Worth M. Tippy, Shelby M. Harrison, Ralph Felton, Rev. Roy B. Guild, Rev. John McDowell, Rev. Charles L. White.

LIFE ENLISTMENT

A recent meeting was held in New York at which were representatives of various agencies engaged in recruiting among college and other students, for enlistment for life service in Christian callings. By common consent, a permanent committee was appointed with a view to co-ordinating, if possible, the various enlistment programs so as to eliminate duplications and reduce as much as may be done in the interest of simplicity and unity the various recruiting activities. The committee consists at present of: Mr. Robert P. Wilder, General Secretary,

Student Volunteer Movement; Miss Leslie Blanchard, Acting Executive of Student Committee, National Board of the Y. W. C. A., of the U. S. A.; Mr. W. H. Tinker, Student Field Secretary of the Middle Atlantic District of the International Committee of Young Men's Christian Associations; Miss Mary E. Markley, Council of Women for Home Missions; Rev. William S. Beard, Secretary of the Committee on Recruiting the Home Mission Force, representing the Home Missions Council and the Council of Women for Home Missions, and Dr. Robert L. Kelly, Council of Church Boards of Education.

FEDERAL COUNCIL

Council delegates to the Quadrennial Meeting of the Federal Council of Churches of Christ in America have been chosen for the Boston meeting as follows: Dr. Robert L. Kelly, Dr. Abram W. Harris, Dr. Frank M. Sheldon, Dr. Boothe C. Davis, Dr. H. O. Pritchard; alternates, Dr. F. G. Gotwald, Dr. H. H. Sweets.

NOTES ON UNIVERSITY WORK

The unified work at State Universities and Normal Schools is going forward with increased interest and impetus. These great seats of learning recognize as never before the imperative need of putting up a united front in religion. The scientific spirit pervading the atmosphere of the University is not friendly to contention and strife over non-essentials. It seeks results and knows these are produced, to the greatest advantage of all concerned, by facing honestly and frankly all the facts and then in the light of findings creating a program which will adequately meet the needs, regardless of precedent or tradition. This means that the plan of working in the various centers will vary greatly. Standardization of work at these schools is impracticable. Local conditions must determine what the work is and how it is to be done.

In some large centers, *e. g.*, Ann Arbor, Cornell, Pennsylvania, etc., the plan adopted is a highly centralized one, where a large staff of high grade professionally trained workers are laboring together with a single co-ordinating executive. Even in no two of the three named places is the method employed exactly the same.

In other places smaller groups are functioning in a less

highly organized, yet co-operative fashion. In some instances a number of the denominations are uniting in the support of a pastor to serve them all, as a Co-operative Church Pastor. For example, the Rev. Augustus C. Hacke, a Congregationalist, has just been called by the Baptists, Disciples, Methodists and Presbyterians to be their representative among the students and faculty of the Ohio University, Athens, Ohio.

With the increasing demand for such Co-operating Church Pastors, and with the better-organized work in large centers, a new day is dawning in religious work in our great Universities and Normal Schools. The urgent calls for such help surpasses the ability of the Council to respond as rapidly as it should.

OCTOBER NUMBER, ASSOCIATION OF AMERICAN COLLEGES BULLETIN

The October issue of the Association of American Colleges Bulletin contains two valuable studies based upon phases of the American Education Survey.

One is on the VOCATIONAL DISTRIBUTION OF COLLEGE GRADUATES. About one hundred thousand college graduates are reported, representing sixty colleges whose complete statistics on this subject are available. It is shown that from these institutions during the last fifty years approximately one-fifth of the graduates entered distinctly religious callings, one-fifth educational work, one-fifth other professions, and two-fifths various types of business. These results are compared with a study made by the United States Bureau of Education in 1912, which covered the data furnished by 37 universities and colleges and showed that in 1900 but 5.9 per cent of the graduates were entering the Christian ministry.

COLLEGE STUDENT MIGRATION. The other study constitutes the first extensive investigation ever reported on college student migration. All colleges in the compilation of lists recently made by the American Council on Education are included in this report, omitting state and independent universities and Catholic and Jewish institutions. Many striking facts are shown bearing upon student migration. It is found that for 184 colleges enrolling 73,175 students about 70 per cent attend institutions in their own state and 30 per cent go to other states. One college draws as low as 10 per cent of its students from its own state.

THE SOUTHERN BAPTIST EDUCATION BOARD

BY ALBERT R. BOND, Editorial Secretary

Southern Baptists are addressing themselves to the task of making Christian education a commanding part of their benevolent program. To this end the various agencies of the denomination in each state are co-operating and there has also been created the Education Board of the Southern Baptist Convention. A brief survey of this Education Board is here given:

ORIGIN OF THE BOARD

Southern Baptists have 114 educational institutions under their control. The property value of these is in excess of \$21,000,000.00. The schools are located in the states that co-operate in the Southern Baptist Convention and are correlated with the several Baptist state organizations. Each state gives support to its own institutions. Certain schools receive financial aid from the Home Mission Board of the Southern Baptist Convention, Atlanta, Ga. Others have a Southwide importance and secure assistance through the Education Board.

At its session at Houston, Texas, in May, 1915, the Southern Baptist Convention established an Education Commission, which for four years did splendid service in studying the educational situation, in publishing tracts and articles and in bringing to adequate attention the needs of the various institutions. In May, 1919, this Commission recommended to the Convention the creation of an Education Board, whose work should be the promotion of education in the South and especially education under Baptist organized effort and for distinctly religious ends.

After mature consideration the Convention heartily decided to create such a Board. One member from each of the co-operating states of the Convention and a local board of managers were made to constitute the Education Board which was located at Birmingham, Ala.

A YEAR OF BEGINNINGS

The Board was incorporated under the laws of Alabama, and Dr. J. E. Dillard, pastor of the Southside Baptist Church, consented to serve as Acting Corresponding Secretary. The initial task of the Board was largely concerned with finding its place and defining a policy. Through the direction of Dr. Dillard the Board has begun the creation of a literature on

Christian Education. The controlling ambition of the Board will be to "enable the denomination as a whole to function in the realm of education"; "to enable our educational institutions, individually and collectively, to function in the work of the denomination"; "to enable the denomination and its schools unitedly to function more largely in the life of the world today."

The first year of beginnings has shown the need of thorough co-operation among the various denominational agencies and of vigorous educational propaganda. The Board has published and distributed a vast number of leaflets, tracts and articles. A widespread and successful campaign was waged to secure new students for the various colleges. The Board co-operated in the 75 Million Campaign of Southern Baptists from which Christian Education is to secure 24 million dollars within the next five years. This sum is to be used for the equipment and endowment of the 114 Baptist institutions in the South. The Baptist Education Bulletin, a monthly 16-page periodical, has been published and distributed free.

Though the Education Board did not have any precedent by which to guide its progress, the end of the first year brings it face to face with certain definite aims.

IMMEDIATE TASKS

EDUCATIONAL CLEARING HOUSE.—The Education Board has already become a Clearing House for Baptist educational problems in the South. This feature of the work will emphasize the fact that the Education Board may become a point of contact for the varied interests not only of the colleges but for the entire Baptist constituency. Data and literature will be assembled with such thoroughness that immediate information may be furnished upon educational affairs in the South.

PUBLICITY AND PROPAGANDA.—The Board will continue to publish the Education Bulletin and will seek to make it a channel through which there may go inspirational information to the hosts of Southern Baptists. The first task must be to secure a competent consciousness among Southern Baptists upon education in general, but especially upon education under Christian influences. Out of such consciousness there must evolve a real commanding conscience that shall bring Southern Baptists to respond to their duty to make their educational institutions function in the largest possible way. Newspaper articles, tracts, book-

lets and various forms of surveys will exploit Christian Education. There can be no real worth-while sense of obligation toward the schools without an intelligent appreciation of present needs and future opportunities.

STUDENT ENROLLMENT.—The efforts of the Board to secure a large enrollment for our colleges have made such a distinct success as to justify making this a permanent feature of our service. The Board will keep in touch with thousands of High School graduates with the intention of inducing them to secure a college course under Christian auspices.

A TEACHERS' BUREAU.—The Board will organize a Teachers' Bureau, the purpose of which will be to bring teachers and schools in touch with each other. This service will be rendered free.

BAPTIST STUDENT ACTIVITIES.—In co-operation with the other Boards of the Southern Baptist Convention the Education Board will seek to care for the religious needs of the thousands of students in Baptist institutions. It is realized that student days crystallize character and life purpose. While there will be no sectarian narrowness, there will be a vigorous purpose to bring every student in Baptist institutions into vital religious experience and to train them for Baptist leadership.

SOUTHWIDE INSTITUTIONS.—The funds of the 75 Million Campaign will be apportioned by each Baptist State organization to its several schools. Certain funds will be set aside for certain Southwide institutions. This fund of \$3,000,000 will be administered by the Education Board.

EDUCATIONAL SURVEY.—The Education Board will make an exhaustive survey of Southern Baptist educational problems and publish this in such form as to bring it into wide prominence. The result of such survey will be to discover not only the growing strength of the institutions now, but will help to indicate the lines of progress for the future. Such survey will include an exhibit of physical equipment, a discussion of the curricula, presentation of endowment funds and suggestions looking toward a clearer correlation of our entire system.

ENLARGING PLANS

CO-OPERATION IN STANDARDIZATION.—The above items of policy will be continued. Other tasks will be attempted as opportunity affords. One of the vital problems of Southern Bap-

tist institutions has to do with the standardization of our colleges. The Education Board does not seek to dominate the institutions or churches in any way, but it can serve in a large measure in assisting schools to secure the conditions set forth by recognized accrediting agencies.

QUESTIONS OF CURRICULA.—The Education Board hopes so to co-operate with the school men as to bring certain recognized improvements within the curricula. Baptist schools must furnish a curricula of equal grade with State and other denominational schools. We are glad that many of our schools compare favorably with any in the South. In addition to the customary courses, Baptist schools should carry a curriculum that emphasizes not only Christian teaching but distinctively Baptist. A Baptist school should not only function socially and civically but Baptistically.

VARIED TASKS.—The Education Board has a growing conviction that it should address itself to the tasks of enlisting volunteers for distinctive Christian service, of helping to solve the distressing problem of Southern illiteracy, of the establishment of scholarships both upon the individual and New York types, of the solicitation of special funds for individual schools and of proper care for the religious activities of Baptist students in State institutions.

The Education Board has not yet had time to give a complete and definite answer to all confronting problems. It hopes, however, to find an enlarging field of service. Southern Baptists have definitely set themselves to the duty of making Christian Education a vital and vitalizing part of their program. This conviction has come from a recognition that the school of today largely creates the type of thought and life for tomorrow.

Birmingham, Ala.

***THE CURRICULUM OF THE CONGREGATIONAL COLLEGES**

Henry Churchill King has asserted that the college has two fundamental obligations to its students:

"1. The college owes to its students some genetic understanding of the civilization in which they live.

"2. The college should lead its students into some personal sharing of the great intellectual and spiritual achievements of the race."

This is interpreted by President King to mean some personal sharing in the scientific spirit and method, in the historical spirit, in the philosophic mind, in esthetic appreciation, in the social consciousness, in religious discernment and commitment.

With these high aspirations as a background, the question may fairly be asked: Have the Congregational Colleges already attained, or are they reaching forth unto those things which are before? Preliminary answers may be given based, first, upon the structure of the college curriculum, secondly, the structure of the college community and third, the vocational distribution of the graduates.

It is obvious, of course, that student elections are more vital than college offerings and that the spirit of the community means more than its structure. Nevertheless a beginning must be made with a statement of the structure of the curriculum and the community. Weightier considerations may follow. This article deals with the structure of the curriculum.

The Congregational College Menu.

There is something suggestive of perfection in the number seven. A seven-course dinner, even in these days of declining prices, sounds positively luxurious. Well, seven courses of intellectual pabulum are spread before the students in the median Congregational college. These courses are: English, Mathematics, Chemistry, Latin, Biology, French, Greek. Of course, there are the hors d'oeuvres and the salad with numerous entrees besides these seven courses which make up the piece de resistance or back-bone, so to say. There is no doubt about the Congregational curriculum having back-bone.

But where is this median Congregational College? It is in

*Note.—This is one of a series of studies being made by the Council for various denominational groups.

the mind of our tabulators. It is an imaginary college so located that one-half of the real colleges are on one side of it and one-half on the other side. The sum total of hours offered by every department of every college was ascertained and the "median" found for each department. By this process the median curriculum is constructed and it is found that in twenty-four colleges English is the central subject, immediately supported by Mathematics and Chemistry, these in turn by Latin and Biology, and these again by French and Greek. It is in these seven departments that a student may major in the median Congregational college.

This median college has dropped Philosophy from the traditional curriculum and has added some Science and French. English has assumed the central position. That is a splendid beginning. No better preparation for the socialization of the curriculum could be made but a student must draw upon the minors, of which there are but four, German, Physics, History, Education—or subjects even with fewer hours than eighteen like Bible, Political Science, Sociology, Music, Spanish, if he is to make contact with the full complement of material designed to furnish "some genetic understanding of the civilization in which he lives, and some personal sharing of the intellectual and spiritual achievements of the race."

*It may be said that since these more modern subjects are in the curriculum, the students will inevitably elect them but the answer is that they will get little but the mechanics of a subject, the mere beginnings of which are presented. A student will scarcely learn to feel at home in a subject in which he cannot major.

If again it is objected that the old line subjects have social value, it will be admitted, but the value is inherent rather than obvious and it takes a master like Harper who is said to have taught Hebrew as a series of hair breadth escapes, to bring it out.

Now, of course, if one views the series of colleges from either end rather than from the middle, he gets a different picture. Suppose we step toward the front end of the line. There are some Congregational colleges that have attained—not per-

*Note.—A parallel study of student elections in these same colleges is being made.

haps in Paul's meaning, but—favorable reports from the standardizing agencies. These colleges are Beloit, Carleton, Colorado, Drury, Grinnell, Marietta, Oberlin, Pomona, Ripon, Washburn, *Whitman. We may borrow a term from one of the newer sciences and say that these colleges constitute the *emerged group*. They have achieved a certain freedom because of their resources of plant, endowment, and personnel. How have they used this partial liberty?

They have progressed upon the road toward socialization. They have added to the languages and sciences of the curriculum already described, German and Physics and they have made a still more fully balanced program by raising History and Political Science, Economics and Sociology, Education and Psychology, Home Economics and Philosophy to the dignity of majors. The number of majors has more than doubled. Approximately one-half of them are "cultural" and the other half "social." English remains central in the curriculum and its dominance is enhanced by surrounding it with more modern subject matter. These colleges are true to the traditions of discipline and culture but they go further and stimulate the desire to serve the community and the world. It is interesting to note that even in the median college of the emerged group Biblical Literature is not a major, although some of the colleges of this group have Biblical departments ranked as Class A by the Religious Education Association.

The curriculum of Pomona well illustrates these tendencies. It is nicely balanced as between the individual and social motives, there being seven majors in each group. Music is one of the fourteen majors; Bible becomes a minor. A striking feature of the Pomona curriculum, which is none the less so because typical, is the large amount of elementary and intermediate work offered.

There is a second group of Congregational colleges, two of which, Wheaton and Doane, are accredited by the North Central Association, and all of which are given standing by their own state universities and State Departments of Education. The others in the group are: Fairmount, Fargo, Pacific University and Yankton. All of them are conservative in their offerings.

*Note.—Knox and Middlebury colleges were not included in this investigation but will be included in subsequent ones.

Wheaton announces majors in English, Chemistry, Greek, Mathematics, Biology and Education. A rather limited amount of work is offered by Wheaton in Bible, Economics and Sociology. Yankton has for majors, English, German, Mathematics, Philosophy. Fargo has the distinction of being the only Congregational college with a major in Religious Education.

There are certain other colleges which are as yet less favored in financial resources. In this group are found Kingfisher, Northland, Olivet, Piedmont, Rollins and Tabor. For the most part they are making their stand for recognition upon the traditional platform. Kingfisher, like numerous other colleges, has taken advantage of the state law for the certification of teachers and has admitted Education to the major status; for the rest, she offers English, French, Mathematics and Latin. It is to be noted, however, that twenty-three hours' work is announced in Cookery and eight in Domestic Art.

Most of this last group of institutions do not attempt the laboratory science. Piedmont which has 65 regular college students (plus 24 commercial and 22 special) offers majors in Chemistry and Biology, in five languages, Latin, Greek, German, French and Spanish, and in English, History, Mathematics, Philosophy and Biblical Literature, a total of twelve.

Northland is evidently making a definite effort to meet a special situation. Her curriculum is frankly loco-centric. She has abandoned the traditional combinations and has built a platform from native timbers. She offers three majors only and these are, in order, Agriculture, Biology and English. This experiment will be watched with interest. As affording a sharp contrast it may be said that Berea College also with special environmental conditions, has a fourfold major program made up of Greek, German, Chemistry and Education.

We have consistently spoken of English as the central subject of the curriculum, the keystone of the structure, with the arch stones extending on either side. The description will not be complete without reference to certain flying buttresses, real or ornamental, which surround the main arch.

Every college, except Beloit and Marietta, has music—a conservatory, a "school" (sometimes wrongly so called) or a department. A majority of them have fine arts. Several of them have public speaking; in one or two instances public

speaking was the first disturber of the sacred academic peace. The program is actually set forth in the not very old catalogs—English, Latin, Greek, Mathematics, Philosophy, Oratory. Three colleges, Drury, Washburn and Whitman, have Departments of Home Economics. Carleton, Grinnell and Colorado have Departments of Commerce. More than half of them have summer schools. Extension courses are offered by three. Nearly all of the first group offer work for the M. A. degree.

It is an interesting fact that all the Congregational colleges teach astronomy though none of them offers it as a major. Indeed, the almost invariable appearance of the observatory as the third building to be erected on the campus—following the recitation hall and the dormitory—is a striking symbol of the historically fundamental tenets of Congregational educational philosophy; culture, discipline, unselfish devotion to truth.

